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ABSTRACT

This guide was developed to assist volunteers in tutoring adult readers who read below the ninth-grade level. The following topics are discussed in the guide in either narrative or question-and-answer format: getting started as a tutor, who are the clients, getting acquainted, tutoring procedures, and teaching decoding skills. Procedures for teaching decoding skills include: teaching sight words, word attack, vowel sounds, syllables, context clues, word families, comprehension, and the language experience approach. (ARH)

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Blueprint for Tutoring Adult Readers

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TABLE OF CONTENT

FOREWORD

GETTING STARTED AS A TUTOR..... 1

WHO ARE THE CLIENTS?..... 3

GETTING ACQUAINTED..... 4

TUTORING PROCEDURES..... 7

TEACHING DECODING SKILLS.....12

SIGHT WORDS.....13

WORD ATTACK.....17

CONSONANT SOUNDS.....18

VOWEL SOUNDS.....23

SYLLABLES.....27

CONTEXT CLUES.....28

WORD FAMILIES.....30

COMPREHENSION.....48

LANGUAGE EXPERIENCE APPROACH.....51

CONCLUSION.....57

APPENDIX.....58

TUTOR APPLICATION.....59

JOB DESCRIPTION.....61

SUMMARY DATA FORM.....62

CHECKLIST OF REASONS FOR READING.....65

INTEREST SURVEY FOR ADULTS.....67

SIGHT WORD LIST.....68

CONTRACT.....71

FOREWORD

The problem and scope of adult illiteracy in the United States have received a great deal of attention during the past few years. An important aspect in the attempt to eradicate illiteracy is using volunteers to tutor illiterate adults. Both literacy and adult basic education programs offer opportunities to volunteer to help people learn to read.

Volunteers have always played an important role in the American society, and they occupy an important place in literacy programs. Volunteers can help decrease illiteracy. Many concerned individuals have already responded by volunteering to help others learn to read. By volunteering, you join this select group.

While the majority of literacy or adult basic education programs offer some training to volunteer tutors, many programs lack the resources to equip each tutor with a "how to" manual as the tutor begins to work with an illiterate adult. This very practical manual should be extremely useful in its step by step, session by session approach. It is designed to make you feel more confident meeting a client who wishes to learn to read.

The Blueprint was developed at Drake University, Des Moines, Iowa, under the direction of Edward E. Hakanson with the aid of a Section 310 project grant from the Iowa Department of Adult Education, Donald Wederquist, Director.

This publication was edited and augmented by Doris V. Gunderson, Division of Adult Education. We are pleased to express our appreciation to the American Council of Life Insurance for its willingness to publish the Blueprint and especially to Iris M. Elfenbein who also helped with the editing.

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Director
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GETTING STARTED AS A TUTOR

Almost every person who volunteers to be a tutor in a literacy program has questions about what tutoring involves. Here are some questions that you might ask:

1. **What kind of background do I need to become a tutor?**

   Beginning tutors must be reasonably competent readers and should be open-minded and flexible in their attitudes toward instructing adults. Open-mindness and flexibility are essential since there is no single "best" way to teach reading.

2. **How do I learn how to be a tutor? What kind of help can I expect?**

   Most literacy programs have an initial training period wherein specific procedures and techniques are introduced and practiced. Many programs also hold regularly scheduled seminars for volunteers.

3. **What kind of time commitment is expected of the volunteer tutor?**

   Although literacy programs may vary in the amount of time they expect volunteers to commit, usually the minimum time requested is two hours of tutoring per week. If the program suggests that a volunteer meet twice a week with a client, the two sessions of an hour or so each will be arranged to fit the schedules of both the tutor and the client. The volunteer tutor will find himself/herself spending an hour or so each week planning for the instructional session

and conferring with the program director or volunteer coordinator. Most programs have no limitation on how long the successful tutor may continue, but they anticipate that a volunteer will stay with the program for at least three months.

4. Who are the people I will be working with as a tutor?

Generally, each tutor works with only one client at a time. Some assumptions may be made which hold true for most literacy programs: a) the client reads below the 9th grade reading level; b) the client is over 16 years of age; c) the client is not mentally retarded or handicapped in other ways which would seriously inhibit learning to read; d) the client has expressed interest in being tutored; and e) the client lacks self confidence due to repeated failures and may be erratic in attendance.

5. What is required of the tutor beyond the actual tutoring?

The tutor is responsible for his/her own transportation and for a modest amount of record keeping. The tutor is <u>not</u> responsible for providing transportation or any other type of aid to the client outside of the tutoring session.

6. What can the volunteer expect to get from tutoring?

As with all volunteer efforts, the rewards are intangible. However, helping an adult learn to read can indeed be a very satisfying experience, for it provides

broadened insights into the societal values of literacy which many of us take for granted.

Most literacy programs will ask a potential tutor to fill out a tutor application which is used in matching the tutor with a client. Literacy programs also may provide a job description to summarize their expectations of a tutor. The job description provides the volunteer with a starting point for developing a successful tutoring program for both tutor and client. (Examples of a tutor application and a job description are in the appendix.)

Probably you will be asked to attend a tutor training class before meeting your client. Such a training session usually consists of an overview of tutoring procedures to use with your client. Some programs may ask you to attend scheduled meetings to provide you with some additional training related to tutoring your client.

WHO ARE THE CLIENTS?

Some 23 million Americans--one-fifth of our adult population--cannot read or write well enough to cope with most of the printed matter in today's society. Inability to read is a reflection of the failures of society or failure of the individual and often of both. Whatever the cause may be, there are some basic characteristics that have been found to be prevalent among non-readers. A few characteristics of the adult learner are: low self-concept, low socioeconomic background, unemployment, slow progress, failure, unreliable at times, short term goals, different values from tutor, dependency on tutor, and familiarity with ways to compensate for inability to read. Poor

reading is one of an inter-connected group of these problems hindering normal reading progress. Usually, however, the adult learner has some specific reading purposes in mind.

Most non-readers cleverly hide their inability to read for fear of being exposed and shamed. Because of this, a great deal of understanding must come from the tutor. A non-reader's realistic hope is to be tutored on a one to one confidential basis. This confidence is important in the learning process. With this in mind, let's begin the process.

GETTING ACQUAINTED

Getting acquainted with each other is a very important part of the tutoring program. Explain to the client what you will be doing during the course of the first lesson so he/she will be more at ease.

1. When you first meet your client, you will want to learn as much as possible about his/her background, why she/he does not read, place of employment, general health, why he/she wants to learn to read, his/her interests, family environment, and any other additional information that will be important in the reading process. Since you will want to record this information, you may wish to use forms similar to the "Summary Data Form" and "A Checklist of Reasons for Reading". (These forms are in the appendix.)

2. Some literacy programs ask a client to sign a contract. The contract asks the client to do homework

as assigned, to give daily attention to reading, and to respect the time and energies of the tutor. The contract helps to reinforce the client's sincerity and intentions in entering the adult tutorial program.

3. Give the client an overview of the purposes and procedures of the literacy program. Point out that since he/she has made a decision to learn to read, it is assumed that reading will be a top priority. Explain that to read requires hard work, including lots of reading outside of tutoring sessions.

4. An information card with your name, the telephone number of the literacy program, and the time of future sessions should be given to the client. If the client cannot read at all, point out the importance of showing this card to someone who will be able to provide this information when the client needs it.

5. A sample lesson plan is included on pages 9,10, and 11, to help guide you in planning instructional activities for your client for the first tutoring session. Plan your lesson around the time permitted--don't try to rush through anything that may make the client uncomfortable and frightened. Leave enough time so you and the client can evaluate the lesson you just completed. It is a good idea to start every lesson with an overview of what you plan to do and to conclude with an evaluation of the lesson. In the evaluation ask the client what was learned during the session. Always teach your client something new in each lesson.

6. When making lesson plans, try to make lessons varied and interesting. Don't fall into the trap of just listening to the client read. Keeping a log sheet of dates tutored, time, activities, and your comments enables you to look and see what you have done. From time to time review with your client--go back and re-read language experience stories, etc. Try to think what would help you learn and use that with your client. Above all, be patient; try to think what this must be like for the client. Help your client get a public library card. Many libraries have a section for "adults who are new readers". Clients should ask the librarian at the desk for help.

OUTLINE TO USE FOR THE FIRST TUTORING SESSION

1. Getting to know each other--informal introductions and conversation.

2. Interview--complete informally as much information as possible on the summary data form. Help the client check reasons for reading on the checklist of reasons for reading. Review the client's contract orally.

3. Give an overview of the purposes and procedures of the literacy program.

4. Information card--give the client a card with your name, time and place of future sessions, and telephone number. Be sure the client can read or remember your name and that he/she knows that you look forward to the next session.

5. Suggested instructional activities may include:

   a. Interest survey for adults
   b. Informal sight vocabulary (refer to sight vocabulary section in tutoring procedures)
   c. Language experience story (refer to language experience section in tutoring procedures)

TUTORING PROCEDURES

In some literacy programs tutoring procedures for a client are preceded by a series of tests given to the client by a reading clinician. Other programs may use informal testing devices administered by the program director or volunteer coordinator. The results of the tests--formal or informal--will be given to you to enable you to plan your tutoring procedures.

The following pages provide a brief overview of some teaching procedures to be learned by the tutor with the purpose of implementing these activities according to the needs of the client. These procedures include teaching sight vocabulary, word analysis, comprehension, and the language experience method.

Whenever possible, reading lessons for adults should be designed around units based on the client's real wants and needs, not on the needs perceived by the tutor. If you teach only "reading" as something found in books alone, without relating the lesson to real life reading situations, your client may soon become discouraged with his/her inability to use reading every day. Try to identify a special area of need or interest on the part of your client

and teach this--helping the client learn to use reading in everyday life at the same time teaching reading skills for other uses. Sometimes the client may be able to bring in something connected with his/her work or interests that he/she particularly wants to read. Remind your client of the many signs (STOP - UP - DOWN - DO NOT ENTER) to be seen everywhere. Ask your student to look for them every day and to tell you about them next session.

SAMPLE LESSON PLAN

LESSON PLAN

Date _____ Tutor _____

Client _____

First Tutoring Session

Purpose or Goals	Materials	Procedures	Evaluation
1. Gathering information about the client	1. Card with your name, days, time, place of tutoring and the phone number of the agency.	1. Informal introduction and conversation; give client the information card; read it aloud and discuss it. Then check to see that your student can read it.	
2. Getting to know each other	2. Summary Data Form - A Checklist of Reasons for Reading	2. Ask for necessary information and write it on page one of the form. Don't press on any points about which the client may be sensitive.	
3. To learn about client's interests	3. Interest Survey for Adults	3. Explain that you will read the first part of a statement and that he/she is to say whatever completes that statement. Provide an example or two. Write the client's responses.	

S A M P L E L E S S O N P L A N

LESSON PLAN

Date _____ Tutor _____
Client _____

Purpose or Goals	Materials	Procedures	Evaluation
3a. /Option/ To get a small estimate of client's reading spelling, handwriting ability	3a. Continue Interest Survey for Adults	3a. If the client is willing and able, try one or two of the incomplete sentence items on his/her own--reading the item(s) and writing his/her own responses.	
4. To get an informal estimate of client's sight word knowledge	4. 20 word cards from one of the sight word lists	4. Ask your student to try reading the words aloud as they are presented (one at a time). If the client gets 7 or more of the first 10 correct, present the second 10. Note which words were read correctly and which were missed.	
4a. /Option/ To teach 2 or 3 new sight words and to assess how readily the client learns such words.	4a. 2 or 3 missed word cards from activity four.	4a. Present each word to the client--say the word as he/she looks at it. Ask him/her to look at the word and say it. Ask the client to supply a sentence or phrase on the back of the word card underlining the word being learned. Read the sentence aloud. Have	E.g. We completed the information forms. We discussed short and long term goals and ways to attain these.

S A M P L E L E S S O N P L A N

LESSON PLAN

Date _____ Tutor _____
Client _____

Purpose or Goals	Materials	Procedures	Evaluation
		the client read the sentence. After the new words have been presented, mix them with several known word cards and have the client read each card.	Read through first 25 words on Sight. Word List. He/she didn't know 7 of the words.
5. To introduce the procedure for language experience and assess its value for future lessons.	5. Paper, pencil, or pen.	5. Refer to language experience approach for directions.	Completed language experience. Took notes on problem areas when he/she read his/her story to me.
6. Mutual evaluation of the lesson to enhance team concept and feeling of progress and to help with future planning.	6. None	6. Mutual enumeration of the session's accomplishments and discussion of which activities were most liked, most helpful, etc.	Assigned homework - put sight words he/she didn't know into new sentences. We picked out a book for him/her to begin reading.

TEACHING DECODING SKILLS

SIGHT WORDS

A **sight word** is any word that is recognized **instantly** in printed form by the reader. If the reader hesitates or spells out the word before pronouncing it, the word is not a sight word. Fluent reading requires a large sight vocabulary.

Teaching a sight vocabulary is a good place to begin with adults. It provides immediate results and gives the adult confidence. It also provides a secure base upon which to build additional word attack skills.

TEACHING SIGHT WORDS

MATERIALS: 1 1/2" x 2 1/2" cards, felt-tip pen, pencil, notebook ring.

GENERAL METHOD:

1. Decide which words are to be covered in a sight word lesson (4 or 5 words).

2. Print these words in lower case letters on the cards, one per card.

3. Have the client dictate a sentence to you using each of these words. Clients can dictate the sentence while you write the sentence on the back of the card, underlining the word to be taught.

4. Flash these cards, one at a time for the client to read aloud.

5. Next lesson, show your client one of these cards at a time, asking for the word to be read aloud. As your student reads, sort the cards into 2 piles; words already known, and words not known. Put the cards the client knows on a notebook ring.

6. Teach the words not known, one at a time.

7. Put these cards in a row as you read them aloud.

8. Select one word to begin learning. Say, "The word is ___?___"

9. Have your student look closely at the word, noticing its shape, the number of letters, and what it feels like to trace the word in the air or on the table.

10. Have the client say the word; ask, "What is this word? How would you use it?

11. Again, ask that the word be repeated.

- Repeat the procedure with other words.
- Mix new sight words with the old, and review often!
- Add words learned to notebook ring so the client can see the vocabulary grow!

WHICH WORDS TO TEACH

Which words do you teach as sight words? Generally, those which your client will encounter most often. The Every Student Every Day sight word list in the Appendix contains 111 high-frequency words that make up 50% of written language. Add to this list by considering words the client needs to know in order to shop, to work, to drive, and whatever else you know he/she does regularly.

For example, if your client cannot recognize his/her own name in print, the first sight word taught should be his/her name. Say, "when I say your name, _____, this is what it looks like in print." Print the word on a card and let him/her keep it, saying "look at the word as often as you can." Show how to reproduce the letters. When he/she can look at the word and immediately recognize it as his/her name, he/she has learned his/her first sight word.

If the client is interested in obtaining a driver's license, words on traffic signs would be important. The word "stop", for example, is very important. Find a picture of a stop sign or draw one. Paste it on an index card. On the opposite side print "STOP". (If a word you are teaching normally appears in all capital letters, print it that way; otherwise, it is best to begin with small letters.) Using the general sight word method, teach the word "stop" as it appears on the sign and as it appears alone. Use the sign as a clue whenever the client doesn't recognize the word by itself.

Once your client has learned several sight words, you should determine how many you can teach in a session. If

your client can remember only half of the words you taught last time, you went too fast. If he/she remembers all the words, perhaps you can go faster. Mastery is most important in learning sight words; a word cannot be considered a sight word until the client recognizes it instantaneously, without hesitation or error. It is also important to recognize the word in context. Have him/her find the word in a paragraph from a magazine or newspaper. (Indicate the general area where the word can be found.) Show the word in different settings and print types.

IF YOUR CLIENT HAS TROUBLE WITH SIGHT WORDS:

1. Have the client trace a large copy of the word, letter by letter, while saying the word.

2. Glue yarn in the shape of the letters to a large card and have the client trace the word, feeling the shape of the letters.

3. Sprinkle sugar, salt, or sand onto a cookie sheet and have the client draw the letters of the word in this material. (The physical act of tracing and feeling the letters as they are drawn is helpful to many learners.)

4. Draw around the word so that the shape of the word can be seen.

5. Arrange troublesome words into a random pattern, as below. Have the client pick out specific words or read them to you:

   I be we he it I a the be
   he she it

6. Pair small words with other known words. Have the client learn them together, then separate them: a ball, the car, and so forth.

7. You must expect that the little words in English are very difficult and very important.

to	in	their	then	of
too	on	there	than	if
two	an	they're	thin	

   These words are not true sight words until the student can respond to them in a meaningful context. Ask your student to say the word when presented <u>and</u> use it in a phrase or sentence, for example:

   to the house
   two shoes
   too much

WORD ATTACK

If every word in the English language had to be learned as a sight word, reading might be a slow and tedious process. However, our language is built on <u>sound</u> patterns which can

be learned, giving us keys with which to unlock unknown words. It is these regular patterns that you should begin teaching your client.

Consonant sounds are the most regular in our language; therefore, first teach the names and sounds of the consonant letters (the consonant letters are all the letters except the vowels a, e, i, o, u). Also, introduce groups or clusters of consonants that regularly appear together to produce specific sounds, ch, th, sh, wh, ph, and gh.

TEACHING INITIAL AND FINAL CONSONANTS

Base the teaching of consonants on known words (sight words) to give the client something to refer to when you are teaching a particular sound. One can more easily associate a printed letter with a known word.

MATERIALS: Index cards or paper; felt-tip pen or other writing materials.

GENERAL METHOD FOR TEACHING CONSONANT SOUNDS:

1. Print the capital form of the letter you are teaching on the top left of an index card. (If your client writes cursively, put this form underneath.)

2. Say, "We're going to learn about the letter ____. Next to this big ____ I'll print a little ____. The ____ is called a capital ____. Now I'll write some words which begin with ____."

3. Write 2 or 3 words the client already recognizes below the small letter on the card. Try to think of words in which the beginning consonant is followed by a vowel instead of another consonant (bow, not brow).

4. Ask your client to think of any words that begin like the words already on the card. Write down whatever words come up that begin with the letter you are teaching. You may have to give hints or supply words yourself at first. Write words that are normally not capitalized words under the capital letter.

5. Ask your client, "What do you notice about the sound of each of these words?" Your client should answer that they all begin with the same sound. Read down the list of words, emphasizing that they all begin with the same sound. Ask, "What do you see that is the same in all of these words?" The client should respond that they all begin with the same letter. It is difficult to voice many consonants without an accompanying vowel sound, and this may confuse your client as to actual sound of the consonant. For example, the sound of the letter b is not buh; it is the sound that is heard at the beginning of the word boy or ball. But sometimes the "buh" sound is the closest we can come to the sound of the the letter b.

6. Choose one of the words on the consonant card for the client to use as a key word to remember the

sound just learned. Be sure to choose an already mastered sight word.

7. Tell your client, "Listen to the words I'm going to say. Which of these words starts with the ____ sound?" Have a list of 4 or 5 words, with three beginning with the letter you are teaching. The client answers yes or no as you say the word.

8. REVIEW! Point to the letter on the card. Ask your client to name the letter. (Capital and small letters.) Remove the card. Ask him/her to tell you other words that begin with that sound and/or have him/her read the words you have written on the card. Ask him/her to write the letter you have been working on, perhaps on the back of the card.

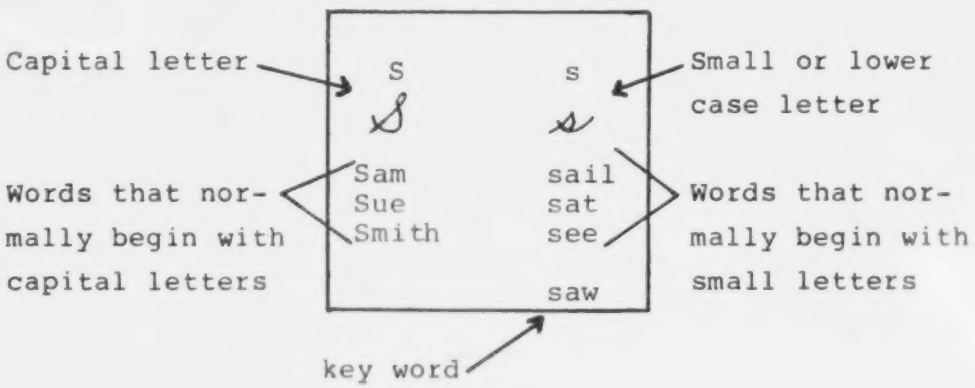
9. After you have taught a consonant as a beginning letter, teach it at the end of words, using the techniques outlined in 1 through 8 of the general method.

10. Repeat this process for each of the consonant letters of the alphabet. All of the consonants may be taught in the initial position except x, which should be taught first at the end because this is where it occurs most often.

VARIATIONS:

- Teach consonants as you are teaching sight words. Use the sight words as sources for initial and final consonant sounds. The two skills go together well.

- Example of a consonant skill card:



- Consonants which have more than one sound:

1. c and g: Teach the "hard" sounds of c and g first: cake, cute, coin, go, gum. Next, teach the "soft" sounds: city, center, germ, ginger. In general, c and g are hard when followed by a, o, or u; soft when followed by e or i. (There are exceptions: girl, for example.)

2. Teach the sound of s as it is heard in soil and soft first; then teach the "z" sound of s, which usually occurs within a word: easy, does. Surprise gives both sounds and shows the difference in one word.

3. Teach x first at the end of a word, as in box or fox; then teach it in the initial position where it has a "z" sound: xerox is in one word.

4. Teach the consonant y at the beginning of a word; used elsewhere, it has a vowel sound: yes, yellow, young.

5. Teach q at the beginning of a word first, emphasizing that q never appears without u: qu. At the beginning of a word, qu usually has a "kw" sound: quick, queen. Within a word, qu may have a "k" sound: unique.

- Make sure that one sound is mastered before proceeding to the next step.

  Mastery is important and contributes to your client's success.

  Provide opportunities for your client to use the words with the sounds they've just learned in sentences that they make up.

TEACHING CONSONANT CLUSTERS

BLENDS AND DIGRAPHS

Consonant clusters are combinations of two (or more) consonants. When two consonants combine to form one single sound which is unlike either consonant sound, the result is a digraph. For example, the sound of sh in ship is not

like the sound of s in sip or h in hip, but is a completely different sound.

When two or three consonants combine, but each consonant retains its own sound, the result is a blend. For example, the sound of tr in trap is like the t in tap and the r in rap, and is a blending or combining of the two sounds.

METHOD:

Consonant clusters may be easily taught as the client learns the consonant sounds making up the cluster. For example, once your student learns s and t, he/she can learn st. In general, follow the same procedure outlined for teaching consonants when you teach consonant clusters. Merely substitute the blend or digraph for the consonant. Teach digraphs before blends.

SILENT LETTERS

Many consonant clusters contain letters that are not pronounced, or are silent. Words with silent letters generally must be learned as sight words with peculiar spellings: light, calf, island. Teach these unusual combinations only as you come upon them.

VOWEL SOUNDS

Although there are five vowels (a, e, i, o, u) in our alphabet, these five vowels have 18 different sounds. And if that isn't confusing enough, the letter y, which is usually a consonant, can sometimes be a vowel. This

section will give you some ideas for teaching the short and long sounds of each vowel.

Remember - vowel sounds are difficult for most adult readers to learn. Take your time. Make sure the client masters one vowel sound before you go on to another one. At first, teach the most commonly heard sound for each vowel. Words which contain unusual vowel sounds can be taught first as sight words.

GENERAL TEACHING TIPS

Because vowel sounds are hard to learn, you will probably have to experiment until you find the best way to teach your client. Here are a few teaching tips to keep in mind:

1. To help your client learn the short "a" vowel sound, read a sentence like: An apple is in the attic.

2. Ask which words begin with the same sound. Write these words in isolation beneath the sentence.

3. Ask which words in the sentence begin with the same letters. Write "a" beneath each word in isolation.

4. Ask your student to think of some other words that begin with the same letter as an, apple, and attic. Write the words on a new sheet of paper.

5. Elicit a sentence from the client using one or more of these words in the same sentence. Write the sentence on the same paper and ask that it be read.

To provide a concrete method of teaching short vowels, provide a picture representing the word presenting. Long vowels may be easier for your client to understand if you explain that the long "a" sound is the same as the name of the letter "a". Teach long vowels in the same way as the example given for the short vowel "a".

After working with either short or long vowels, it is a good idea to have your client put the words he/she used in a sentence. Checking for meaning of a word is extremely important. This is one of the first steps when helping a person comprehend what he/she reads.

In the past there have been many rules that supposedly should be learned by those who are learning phonics as an aid to word attack skills. Some patterns that appear to be worthwhile teaching are as follows:

1. VC pattern - a single vowel letter followed by a consonant letter <u>usually</u> represents a short vowel sound. Examples: in, on (When a consonant is in front of the vowel (CVC), you can also use this same rule. Examples: hat, can)

2. CV pattern - a consonant letter followed by a single vowel <u>usually</u> represents a long vowel sound. Examples: go, he.

3. VV pattern - two vowels together usually represent the long vowel sound and the second letter is usually silent. Examples: rain, neat

4. VCE (final e) - pattern - when one of two vowel letters. is a final e, the first vowel letter usually represents a long vowel sound and the final e is silent. Examples: kite, vote.

5. "c" rule - when c comes just before a, o, or u, it usually has a hard sound. Examples: cut, cat. Otherwise, it usually has a soft sound. Examples: cent, city.

6. "g" rule - when g comes at the end of words or just before a, o, or u, it usually has a hard sound. Examples: go, game. Otherwise it usually has a soft sound. Examples: gym, giant.

7. "r" rule - a r usually modifies the short or long vowel sound of the preceding vowel letter. Examples: girl, fur, her.

A word of caution is that these patterns should be taught as statements of probability not as statements of fact. They also should be taught either as a whole word or as a word part or syllable.

SYLLABLES

An adult should be taught how to identify syllables in a printed word when encountering a word of two or more syllables that is hard to decode. Using the rules for teaching phonics on the preceding page will help the person with the pronunciation of each part of the unknown word. If the word once pronounced is not part of the persons's listening or speaking vocabulary, the client will treat it as a listening or speaking word. Teach the student how to establish its possible pronounciation and possible meaning from the surrounding context. Then if he/she is still unable to interpret meaning of the word, use the dictionary.

Some rules regarding syllable generalizations are:

1. Every syllable has a vowel sound. A person needs to be able to distinguish between vowel sounds before going on to the rest of the generalizations.

2. Usually divide syllables between double consonants.

3. **Cle, ble, dle, kle** are usually separate syllables.

4. When there is one consonant between 2 vowels, the consonant usually goes with the second syllable. E.g. **pa per.**

5. All prefixes and suffixes are separate syllables.

CONTEXT CLUES

Using context clues is of equal importance and should be taught in conjunction with phonics. Teach your client to read the rest of the sentence to try to gather any clues to help with the unknown word. If the word is still unclear, then, and only then, resort to phonics for additional assistance. Some patterns to use when teaching context are shown in the following drills.

1. She _____ the red pony. (pick any word that makes sense in the sentence)

2. She _____ the red pony. rode, kicked, fed, likes (multiple choice words that will make sense)

3. She _____ the red pony. rid, rode, rod, ride (find the right word that makes sense)

4. She r_____ the red pony. (If the client has problems with the right word, provide a beginning letter)

5. She r___ d ___ the red pony. (He/she has four clues now - 1. starts with r, 2. has a "d" in the medial position, 3. has four letters, and 4. it is a certain spelling pattern.)

Always teach your client clues to use when learning words through context. Other ways to do this are: double-comma clues, definition clues, mood clues, building-block clues, and interpreter clues. Examples of these clues to teach are:

Double-comma clues

E.g. The crater, a hole in the ground, was made by the explosion of a bomb.

Definition clues

E.g. A surgeon is a physician who specializes in surgery.

Mood clues

E.g. The day was bright. The sun shone through the clouds. I was feeling very good.

Building-block clues

E.g. Words built by adding prefixes, suffixes, and other word parts to an original word.
He unwillingly left the dance.
(willing) + (un) + (ly)

Interpreter clues

E.g. She spoke so rapidly her French was incomprehensible. Incomprehensible means it could not be understood.

WORD FAMILIES

Word families are groups of words that have similar spellings and pronunciation. All members of a single word

family rhyme. The ending letters - vowel(s) plus consonant(s) - retain the same spelling and pronounciation. The beginning consonant(s) changes.

Word families are valuable tools through which many reading skills can be taught. You can begin using word families after your client has learned the sounds of the consonant letters.

TEACHING WORD FAMILIES

MATERIALS NEEDED:

1. Pencil, pen, or magic marker.

2. Pieces of paper, cardboard, or 3" x 5" index cards.

3. Word family index on page 39 will be helpful.

METHOD

1. Select a simple one-syllable word from your client's sight-word vocabulary: man, for example. It is important that he/she learn one word in the word family as a sight word.

2. Print <u>an</u> in the upper left-hand corner of a card, and the letter <u>m</u> in the upper right-hand corner of another card.

3. Place the two cards side-by-side to make the word <u>man</u>.

4. Ask your client to read the word.

5. Print a c in the upper right-hand corner of another card, and place it so that the c covers the m to make the word can.

6. If can is not one of our client's sight words, say that c-a-n spells can. Have your student say the word while looking at it.

7. Print an f in the upper right-hand corner of another card, and place it over the c to make fan. Have your client read the new word.

8. Tell your student that these words rhyme. Ask for another word that rhymes with man. Write the word. Show your student that it looks like the other words.

9. Print these four words on a card in vertical order, like this:

   man
   can
   fan
   tan

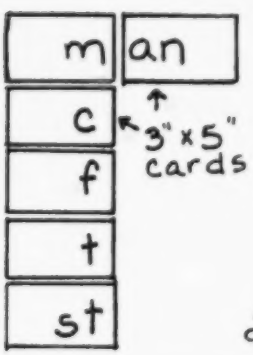
10. Have your client tell you what is the same (alike) and what is different in these four words. (The an is the same and the m, c, f, and t are different.)

11. Emphasize that the an is what remains the same. These four words belong to the an family, and an is the word-family root.

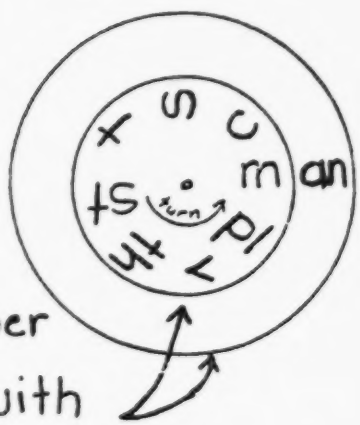
12. As new words in the -an word family appear in your client's reading lessons, or as you gradually introduce them, add the beginning consonant letters to the card set. For than add th, and for Stan add St capitalizing the s.

13. Make a card set, word family wheel, or word strip for each new word family you introduce. As the student reads through each word, have him/her use it in a sentence. This will be a good way to see if the meaning of the word is understood.

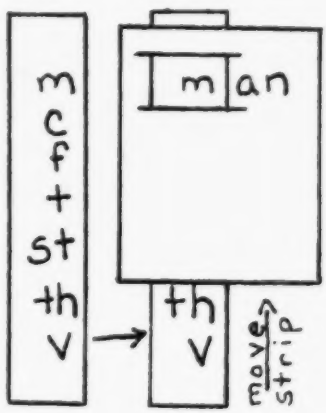
Word Family Card Set:



Word Family Wheel:

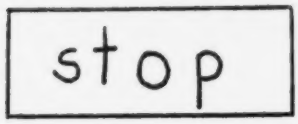


Word Strip:

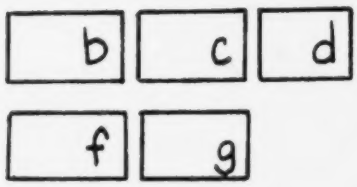


VARIATION ON METHOD:

1. Select an important coping-skills word from your client's everyday surroundings.

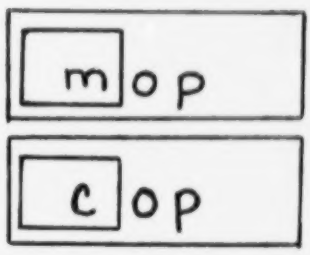


2. Print the word in all small (lower case) letters on a word card and teach it to your client as a sight word.



3. Go through the alphabet and print each consonant letter near the right hand edge of a card, one letter per card.

4. Place each consonant letter (that will make an actual word) so that it replaces the beginning consonant(s) in the original word. You can use this method with words in newspapers and magazines as they appear without rewriting them.



5. Make a "fun" activity: see how many words you can make from the original word. If your client is learning consonant clusters, use the appropriate cluster to make additional words.

6. Discuss the meaning of each new word you make. Write down each new word in a sentence, and have your client find it in the sentence.

THINGS TO LOOK OUT FOR

Begin making word families after your client has learned a sight word and the sounds of the consonants. Each time you use a new word family to teach a skill, begin with a word in that family that your client has learned as a sight word.

Sometimes when you are making word families, actual words will begin to look like nonsense, and non-words will begin to look like words. This happens when you are trying to make too many words in that family. Choose only four or five words in a single family. If you are in doubt about the spelling or meaning of any word, look it up in the dictionary.

Do not overwork word families! Your client needs to read for meaning. This means he/she must read sentences that make sense. Use word families as tool to teach a specific skill or as an extra activity to emphasize skills you are teaching.

TEACHING SPECIFIC SKILLS THROUGH WORD FAMILIES

1. Recognizing Likenesses and Differences in Words. This is not something that your client can automatically do but a skill that must be taught. By following the methods for making word families, your client should begin to learn how some parts of words change and some remain the same. He/she should also learn that identical parts of different words are pronounced the same.

2. Reinforcing Consonant Sounds. Once your client has learned the sounds of the consonant letters at the beginning of words, reinforce these sounds by using word families to compare the differences in sounds. As an example you could use the -at word family; b-a-t is bat and begins with the "b" sound, but p-a-t is pat and begins with the "p" sound. Developing word families will also reinforce consonant sounds at the end of words. Tell your client to notice how the four words, bat, pat, fat, and hat end with the sound of the letter t.

3. Reinforcing Consonant Clusters. Reinforce sounds of consonant clusters in a manner similar to that of consonant sounds. Use the example above and substitute the appropriate cluster: c-o-p is cop, but c-h-o-p is chop. C-h-o-p is chop, but s-h-o-p is shop. Use word families to teach consonant clusters at the end of words. Refer to the word family index; for example, find the -itch, -inch, and -utch word families for the final ch.

4. Vowel Sounds. Refer to the section on vowel sounds.

5. Context Clues. Use word families to aid word recognition within the context.

   a. If your client cannot recognize one or two words within a sentence, print the whole sentence on a card, and underline the unknown word.

      There is a stable in the park.

b. Tell your client what the unknown word means, and give him/her a word that rhymes with it.	It is a place where horses are kept. It rhymes with table.
c. Provide other words if your client cannot yet make the association.	cable gable
d. Help him/her put the appropriate combinations of sounds together.	Take able and put st in front of it.

6. Breaking Words into Parts. The first part of breaking up words mainly involves listening to words as they are spoken. Your client can learn this concept while he/she is learning sight words. One pronounceable word part is one mouthful of word. You can keep time while you speak; each word is one beat. A word with one beat is a word with one part; a word with two beats is a word with two parts.

Tell your client: "When you eat a meal, you eat one mouthful of food at a time. When you speak words, you say one mouthful of words at a time--each mouthful is one part. You can beat a drum, keep time, when you talk. Each drum beat is one word part." Use a sentence, keeping time as you say it. Take the words, one-by-one, and say them, keeping time as you speak; determine how many word parts, beats, are in each word. Allow your client to practice this. It, me, and eye are examples of one-part words; chicken and sometime are two-part

words; ability and television, four-part; imagination and congratulations are five-part words.

You can use word families to help your client break large words into parts in order to pronounce them. One of the most important skills your client will learn through word families is to pronounce word parts (parts that do not make actual words, yet are pronounceable). This is more difficult for a beginning reader than is realized.

METHOD:	**EXAMPLE:**
A. If your client comes across a word of more than one part he/she cannot pronounce, print it on a card.	varnish -ar-ish
B. Locate the word families within this word, and and write them under it.	bar fish car dish far wish
C. Select some familiar words from those families, and print them below the word.	v+ar&n+ish var nish
D. Your client should now be able to pronounce the new word. If not, help him/her further: tell him/her to	varnish tarnish garnish

put v in front ar to make
var, and to put n in front
of ish to make nish.

E. Now a new word family can be developed
from the word.

WORD FAMILY INDEX

-ab	-ack	pad	gag	paid	gain
cab	back	sad	hag	raid	lain
dab	hack	tad	lag	braid	main
Fab	Jack	brad	nag		pain
gab	lack	clad	rag	-ail	rain
jab	Mack	glad	sag	ail	brain
lab	pack	shad	tag	bail	chain
nab	rack		wag	fail	drain
tab	sack	-ade	zag	hail	grain
blab	tack	bade	brag	jail	plain
crab	black	fade	drag	mail	slain
drab	clack	jade	flag	nail	Spain
flab	crack	made	shag	pail	sprain
grab	flack	wade	slag	rail	stain
scab	quack	blade	snag	sail	strain
slab	shack	glade	stag	tail	train
stab	slack	shade		brail	
	smack	spade	-age	frail	-aint
-ace	snack	trade	age	Grail	faint
ace	stack	grade	cage	quail	paint
face	track		page	snail	saint
lace	whack	-aft	rage	trail	quaint
mace		raft	sage	flail	
pace	-ad	craft	wage		
race	bad	draft	stage	-aim	-air
brace	dad	graft		aim	air
grace	fad	shaft	-aid	maim	fair
place	had		aid		hair
space	lad	-ag	laid	-ain	pair
trace	mad	bag	maid	Cain	chair

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fast
last

mast	spat	-ath	jaunt	thaw	hay
past	splat	bath	taunt		jay
vast	that	hath	vaunt	-awl	Kay
blast		math		awl	lay
	-atch	path	-ause	bawl	may
-aste	batch	wrath	cause	brawl	pay
baste	catch		pause	drawl	ray
haste	hatch	-athe	clause	shawl	say
paste	latch	bathe		sprawl	way
taste	match	lathe	-ave	scrawl	bray
waste	patch	scathe	cave	crawl	clay
chaste	snatch		Dave		play
	thatch	-aught	gave	-awn	pray
-at		caught	pave	dawn	fray
at	-ate	naught	rave	fawn	gray
bat	ate	taught	save	lawn	slay
cat	bate		wave	pawn	spray
fat	date	-aul	brave	brawn	stay
hat	fate	haul	shave	drawn	stray
mat	gate	maul	slave	spawn	sway
pat	hate	Paul	stave		tray
rat	Kate	Saul		-ax	
sat	late		-aw	ax	-aze
tat	mate	-aunch	caw	lax	daze
vat	rate	haunch	jaw	tax	faze
brat	crate	launch	law	wax	gaze
chat	grate	paunch	paw	flax	maze
flat	plate	staunch	raw		blaze
gnat	skate		saw	-ay	craze
plat	slate	-aunt	claw	bay	graze
scat	state	gaunt	draw	day	glaze
slat		haunt	flaw	gay	

-e	-eak	-ick	-ide	-ift	-ight
be	beak	pick	bide	gift	fight
he	leak	sick	hide	lift	light
me	peak	tick	ride	rift	might
we	teak	Vick	side	sift	night
she	weak	wick	tide	drift	right
	bleak	brick	wide	shift	sight
-ea	creak	chick	bride	swift	tight
pea	freak	click	glide	thrift	blight
sea	sneak	crick	guide		bright
tea	squeak	flick	pride	-ig	flight
flea	streak	quick	slide	big	fright
plea		shick	stride	dig	plight
	-eal	slick		fig	slight
-each	deal	stick	-ie	gig	
each	heal	thick	die	jig	-ike
beach	meal	trick	lie	pig	Ike
peach	peal		pie	rig	bike
reach	real	-id	tie	wig	dike
teach	seal	bid	vie	brig	hike
bleach	veal	did		sprig	like
breach	zeal	hid	-ief	swig	Mike
preach	squeal	kid	brief	twig	pike
	steal	lid	chief		spike
-ead		rid	grief	-igh	
bead	-eam	grid	thief	high	-ild
lead	beam	skid		nigh	mild
read	ream	slid	-ife	sigh	wild
plead	seam	quid	life	thigh	child
	team		wife		
	cream		knife		
	dream		strife		

-ile	chill	flim	skin	pine	-ink
bile	drill	grim	shin	tine	ink
file	frill	prim	spin	vine	kink
mile	grill	skim	thin	wine	link
Nile	quill	slim	twin	brine	mink
pile	skill	swim		shine	pink
tile	spill	trim	-inch	spine	rink
vile	still	whim	inch	swine	sink
guile	swill		cinch	thine	wink
smile	thrill	-ime	finch	twine	blink
stile	trill	dime	pinch	whine	brink
while		lime	clinch		clink
	-ilt	time	flinch	-ing	drink
-ilk	built	chime		bing	slink
bilk	jilt	crime	-ind	ping	think
milk	silt	grime	bind	ring	
silk	tilt	prime	find	sing	-int
	wilt	slime	hind	wing	hint
-ill	quilt		kind	zing	mint
ill	guilt	-in	mind	bring	tint
bill	stilt	in	rind	cling	flint
dill	spilt	bin	wind*	fling	splint
fill		fin	blind	sling	squint
gill	-im	gin	grind	sting	
hill	dim	kin		string	-ip
kill	him	pin	-ine	swing	dip
mill	Jim	sin	dine	thing	hip
pill	Kim	tin	fine		lip
sill	rim	win	line		nip
till	Tim	chin	mine		rip
will	brim	grin	nine		sip

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lore	torn	cross	dote	#	our
more	worn	floss	note	through	hour
pore		gloss	rote		sour
sore	-ort		tote	-ought	flour
tore	fort	-ost	wrote	ought	scour
wore	sort	lost	vote	bought	#
chore	tort	#	quote	fought	four
score		host		sought	pour
shore	-orth	most	-ouch	brought	#
snore	forth	post	ouch	thought	tour
store	north		couch	#	your
swore	#	-ot	pouch	drought	
	worth	cot	vouch		-ouse
-ork		dot	crouch	-ould	douse
cork	-ose	got		could	house
fork	hose	hot	-oud	would	louse
pork	nose	lot	loud	should	mouse
York	pose	not	cloud		souse
stork	rose	pot	proud	-ound	grouse
#	chose	jot	shroud	bound	spouse
work	close	rot		found	blouse
	those	sot	-ough	hound	
-orm	#	tot	bough	mound	-out
form	lose	blot	#	pound	out
norm		clot	cough	round	bout
storm	-oss	plot	#	sound	gout
	boss	shot	rough	wound*	lout
-orn	toss	slot	tough	ground	pout
born	loss	spot	slough		rout
corn	moss	trot	#		flout
horn		knot			

grout	-ow	jowl
scout	bow*	yowl
shout	low	cowl
snout	row	
spout	sow	-own
stout	tow	own
sprout	blow	sown
trout	crow	blown
	flow	flown
-outh	glow	grown
mouth	grow	shown
south	slow	#
	show	down
-ove	snow	gown
cove	stow	town
dove*	throw	brown
rove	#	
wove	bow*	
clove	cow	
drove	how	
grove	now	
stove	chow	
strove	brow	
#	pow	
dove*	plow	
love		
glove	-owl	
shove	owl	
#	cowl	
move	fowl	
prove	howl	

COMPREHENSION

The magic goal of instructing someone to read is comprehension. To read without understanding makes reading a useless activity.

All of us bring our life experiences and our listening and speaking vocabularies to the reading process. Many of the clients are lacking in this experiential background, so it is necessary to provide information that makes what they read meaningful to them.

One way to help your client better understand what he/she is reading is to use the Directed Reading Activity (DRA).* This is a method that provides the client an active role in the reading process.

Another method to help your client understand the material he/she reads is the SQ3R* method. This technique should be shown and practiced by your student many times. Only then will the client feel comfortable with it. Once the client gets into the habit of setting a purpose for reading, remembering what is read will become much easier. This skill cannot be overemphasized. Always have your client set a purpose for reading!

* Explained in the following pages

The Directed Reading Activity

Since silent reading of a given piece of written material is necessarily a personal and private activity, any tutor influence in a client's silent reading must necessarily happen either before or after that silent reading. Some of the possible instructional activities which can be "directed" or "guided" by the tutor are briefly listed below for the purposes of discussion.

BEFORE READING
1. Establishing motivation
2. Building background
3. Introducing "new" words (pronounciation and meaning)
4. Previewing the material
5. Guessing the content
6. Deciding a purpose for reading

SILENT READING

AFTER READING
1. Discussion
2. Questions
3. Selective re-reading
4. Skill work
5. Extension activities

SQ3R (A Study Technique)

SQ3R is a 5-step plan to aid you in learning to study independently and in a planned, skillful manner. The 5 steps

of SQ3R are as follows:

S - Survey

1. Read the title of the book or chapter. Note the author's name. Does it indicate what type of material you may be reading?
2. Study the table of contents. This will give you an outline of the whole book.
3. Read the introduction or preface. For whom is the book written?
4. Survey each of the chapters in the following way: read the title, the introductory statement, and all main headings in order. Study illustrations, and read the concluding statement or summary. Try to recall the outline of the chapter before going on to other chapters.
5. Glance through the glossary and appendices to see what additional information is given.

Q - Question

1. Look at the first main heading. Ask yourself what it means.
2. Ask yourself questions that you think might be covered in the chapter. Think what you would like to know about the subject. (Use what, where, who, how, why)

R - Read

1. Read to find the answers to your questions.
2. Read additional references or bring up your questions in class that were not answered in the material.

R - Recite

1. Recite the answers to yourself to help you remember them. Do the answers make sense?
2. Try to answer in your own words.
3. Use your new information in a written assignment, in conversation, or in making something.

R - Review

1. Review the whole chapter in "survey" fashion, but fill in the details.
2. Reconstruct the outline in your mind or on paper.
3. Review a couple of days later or just before an exam.

LANGUAGE EXPERIENCE APPROACH

The Language Experience Approach is a method of teaching a person to read his or her own spoken words. You do not have to be a professional teacher to help a person learn to read using this method. The philosophy of the Language Experience Approach is expressed in the following statements:

WHAT A PERSON THINKS CAN BE SPOKEN.
WHAT IS SPOKEN CAN BE WRITTEN.
WHAT IS WRITTEN CAN BE READ.

Since the reading materials are stories based on the adult learner's own experiences, you avoid using materials meant for children which may not be interesting to adults. You also avoid the problem of words that the client does not understand. These stories created by you and your client

become resources for future reading lessons. Finally, one of the best reasons for using the Language Experience Approach is that the method permits the adult who has never read before to have early if not immediate success with reading.

TEACHING THE LANGUAGE EXPERIENCE APPROACH

You will need the following materials:

1. Pencil and paper. For adults learning the differences between letters, you may wish to use lined paper with large spaces. For those who have mastered the differences between letters, you can use regular notebook paper.

2. 3" x 5" notecards. These can be bought anywhere school supplies are sold. You can also make your own word cards from heavy paper or cardboard.

3. Storage folder. The folders which have pockets are useful for keeping stories and word cards organized for future lessons.

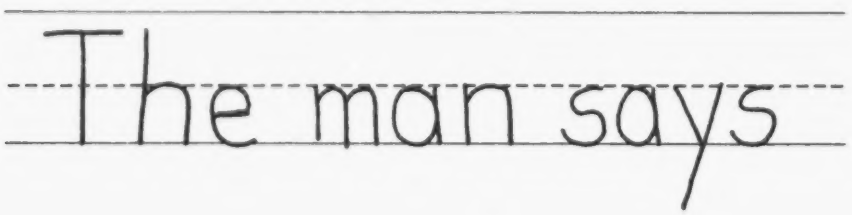
Once you have these materials, you can begin teaching by following these steps:

1. Client chooses the subject: (Experience stories should be about something that interests your adult client.) If your client cannot come up with any ideas for a story, you might suggest the story be about his/her job, family hobbies,

news events, church or club activities, or any other subject that might be interesting. Another way to get your client to tell a story is for you to begin telling or reading a story, and let your client finish. You can also use pictures or a series of pictures and have your client describe the scene.

2. Tutor writes story word-for-word: (Exactly as the client tells the story.) One of the things you are trying to do with the Language Experience Approach is to teach the person to read and write the language that he/she is most familiar with. As the learner begins to master reading skills, you might choose to teach proper grammar. "Standard English" may be taught, but should only be introduced after the client has mastered most of the basic reading skills. The unfamiliarity of "standard English" should not be another obstacle to the learner during the crucial period of basic skills development.

3. Tutor "prints" story for client: After the client has told the story in his/her own words, you need to print a copy for the client. This is a point at which you need to make a decision on the size of print to teach your client. A person who cannot read at all might require print as large as:



A person who has some reading skills and good knowledge of the upper and lower case letters, might do well with letters like this:

The man says that the

Many tutors have had a great deal of success typing the language experience stories. If you choose to type a copy of your client's story, leave two spaces between the words and double-space the lines at least for the first few stories.

Learning "print" (also called manuscript writing) should be mastered before learning "handwriting" (or cursive). Print is used in practical situations far more often than cursive. Make your own observation of the real-world uses of written material and notice the greater use of print.

4. Length of story will vary - according to your client's special needs. Learners who know very few basic sight words or have a very short attention span should use shorter stories (3 to 5 sentences depending on how long your client's sentences are). Clients with more advanced skills can deal with increasingly longer stories (even up to several pages).

5. Tutor reads story to client - pointing to each word as you read it. This is done to reinforce the connection between spoken words and printed words. As your client learns that every spoken word can be represented by a written word, you may wish to omit this step. Then, read the story to your client in a more natural way, without any pointing or other unnatural interruptions. You will serve as a reading model for your client.

6. Client reads his/her story - help your client as often as needed until he/she can read the story through at least one time without your help. During this time, you can make notes about your client's trouble spots and teach these as suggested in other sections.

7. Print vocabulary words on cards - these words taken from your client's language experience stories become his/her first word vocabulary. In deciding which words (about 5 or 6 per lesson in the beginning) should be chosen from the story, there are a few "rules of thumb" to follow:

   - Basic sight words or the words most frequently used in print (the, of, and, to, a, in, that, is) should be taught first.

   - Adult need-to-know words - are words that are often seen in real-life, practical situations. Words like address, application, bus stop, caution, dynamite,

do not enter, exit only, telephone, and hospital, that appear in the story are useful to your client.

- Special client interest - if your client has a special interest (for example an interest in welding as an occupation) you can take words from the stories that will help your client progress more easily to higher level materials in that particular area.

CONCLUSION

An important way of keeping morale and enthusiasm high is to say thank you regularly and sincerely whenever the occasion arises. Tutoring involves hard, time consuming work. Success won't always be there, but if you tutor with a genuine concern for your client and respect the skills he/she may have, you will certainly bring hope into many lives. On behalf of the non-readers you are about to help, thank you.

APPENDIX

TUTOR APPLICATION

_____

Name	Home Phone	Work Phone
Address	City & State	Zip Code

1. Do you have transportation for regularly getting to tutoring locations? _____

2. Can you read with ease and accuracy materials such as the daily newspaper? _____

3. Please summarize your employment and/or volunteer work background: _____
   _____
   _____

4. Please note the hours when you could be available for tutoring and related activities. Naturally, the more hours you indicate, the greater the possibility of making appropriate tutoring assignments. If you have comments or stipulations about scheduling, please indicate those also. _____
   _____
   _____

5. How did you become interested in the possibility of tutoring?
   _____

6. While a prospective tutor need not be knowledgeable about reading instruction, you probably do have some general ideas or opinions. Based on your own reading experience and your experience with people, what do you think are some important considerations for adult literacy tutoring?

_____

_____

_____

7. What do you expect to gain or what desires do you have in "sharing your literacy"?

_____

JOB DESCRIPTION

POSITION TITLE: Volunteer Reading Tutor

PROGRAM PURPOSE: To work with adults who read below the 9th grade level.

JOB QUALIFICATIONS/SKILLS:

- finds reading pleasurable and necessary
- communicates well with others
- is flexible and open-minded
- interested and resourceful in working with adults
- is able to motivate others

TIME REQUIREMENTS

- monthly seminars
- two hours instruction per week
- two hours preparation per week

JOB DUTIES:

- to prepare for lessons
- to learn about materials for teaching reading
- to participate in training activities as much as possible
- To provide the staff with reports as requested.

SUMMARY DATA FORM

Directions to tutors: Fill out as much information as possible within the first one or two sessions. Change or add information as necessary in later sessions. Nearly any information that you can get is potentially helpful but you should not pressure the participant for personal data he or she is unable or unwilling to supply. Please keep this form in the participant's folder.

Date _____

Name _____ Phone (home) _____

Address _____ (work) _____

Age _____ Family Status _____

Ethnic or Racial Group _____ Employed?_____

Where employed and nature of work and hours? _____

_____

_____

Estimates of: General Health good ____ fair ____ poor ___

Vision good ____ fair ____ poor ___

Hearing good ____ air ____ poor ___

Additional comments on health: _____

_____

School Background: Highest grade completed? _____

What State? _____

When were reading problems first evident? _____

What kind of difficulties? _____

What special help have you had?_____

Estimated reading level or test scores?_____

What hobbies or interests do you have? _____

_____

Why are you seeking help at our Program?_____

Is it you who desire the help or someone else's idea?_____

_____

OBJECTIVES OR GOALS: In cooperation with the tutor, each student will establish practical personal objectives for his/her instruction. Three to five short to mid-range goals are probably most appropriate.

Some students will have definite objectives in mind such as becoming able to read and complete job application forms or to exchange personal letters with a family member who lives in another city. Others will just express a vague desire to read better, and will, therefore, need more help at arriving at specific objectives. In either case, the student is likely to need help from the tutor in clearly stating the objectives so that progress toward the objectives can be readily observed.

The single most important feature of the objectives should be that they relate to the real-life needs of the student. Write objectives, as much as possible, in priority order (number one has the highest priority). It is most important, after doing all this, that you go over these goals and talk about whether you are achieving any, in part, or all. The students need to see they are achieving.

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____

Please discuss with your client that we have no "magic" solution in learning to read. It is a slow process but we can help if he/she is willing to work at it. The client must do the work; we can only show the way. We must have their cooperation.

Any other information the client might have would help us in preparing the program and in guiding him/her.

_____

_____

How important is reading to the client?

_____

_____

_____

Clients Name: _____

Date: _____

Tutor: _____

A CHECKLIST OF REASONS FOR READING

Listed below are some of the reasons that an adult may have for developing and/or improving his/her reading ability. Go over this list with your client to better define his/her goals.

1. ____ read newspapers
2. ____ read books
3. ____ read magazines
4. ____ vote intelligently
5. ____ read to his/her children
6. ____ read one complete book
7. ____ write letters
8. ____ fill out an employment application
9. ____ learn about job interviews
10. ____ get a better job
11. ____ pass the driver's test
12. ____ work toward GED preparation classes
13. ____ lean to read recipes
14. ____ read the want ads
15. ____ read grocery ads
16. ____ shop wisely
17. ____ read directions on packages and household incidentals
18. ____ find out about community services
19. ____ help with school work
20. ____ improve spelling skills

21. ____ locate numbers in the white and yellow pages of the telephone directory
22. ____ read menus
23. ____ read maps-city, highway, etc.
24. ____ fill out tax forms
25. ____ read insurance forms
26. ____ learn a hobby
27. ____ fill out a credit application
28. ____ learn how to read pattern instructions
29. ____ tell time
30. ____ make a budget
31. ____ interpret monthly bills, etc.
32. ____ read directions on prescriptions
33. ____ read bus schedules
34. ____ learn more about Social Security
35. ____ read and write personal checks
36. ____ learn things to do when renting an apartment or house
37. ____ read and understand leases
38. ____ read and understand purchase contracts
39. ____ learn the "Essential Vocabulary" words
40. ____ how to use the library
41. ____ read and understand labels that caution against specific danger
42. ____ read and interpret consumer vocabulary
43. ____ read and use information to solve problems
44. ____ identifying information found in newspapers

Others?

45. ____ _____
46. ____ _____

INTEREST SURVEY FOR ADULTS

1. Sometimes I feel that life is _____.
2. When I get together with good friends we _____.
3. I feel lonely when _____.
4. Sundays are for _____.
5. Hobbies I enjoy are _____.
6. Reading is important to me because _____.
7. Reading is important to children because _____.
8. When I go to the grocery store I _____.
9. A good job is important to me because _____.
10. Working around home is _____.
11. I like being alone to think about _____.
12. At parties I_____.
13. Writing to friends and relatives is_____.
14. Television is _____.
15. Being a responsible persons is_____.
16. Children have a lot of _____.
17. Children are _____.
18. Eating out is _____.
20. Becoming acquainted with new people is _____.
21. My home is always open to _____.
22. After work I like to _____.
23. Learning is a process that _____.
24. World affairs and policies are _____.
25. I'm planning a trip to _____.
26. I never seem to have enough money to _____.
27. Books are great because _____.
28. I get mad when _____.

SIGHT WORD LIST
EVERY STUDENT EVERY DAY

LIST I*

a	did	him	made	our	they	where
about	do	his	make	out	this	which
after	down	how	many	over	through	who
all			may		time	will
an	each	I	more	people	to	with
and		if	most		two	words
are	find	in	much	said		would
as	first	into	my	see	up	write
at	for	is		she	use	
	from	it	new	so	used	you
back		its	no	some		your
be	get		not		very	
been	go	just	now	than		
before	good			that	was	
but		know	of	the	water	
by	had		on	their	way	
	has	like	one	them	we	
called	have	little	only	then	were	
can	he	long	or	there	what	
could	her		other	these	when	

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* This list of word covers 50% of written language.

LIST II*

above	boys	few	kind	never
across		following		next
again	came	food	land	night
air	children	form	large	number
almost	come	found	last	
along	country	four	left	off
also			let	often
always	day	give	life	old
animals	days	going	light	once
another	different	got	line	others
any	does	great	live	own
around	don't		look	
asked	during	hand	looked	page
away		hard		paper
	earth	head	man	part
because	end	help	me	parts
began	enough	here	men	picture
being	even	high	might	place
below	ever	home	mother	put
best	every	house	Mr.	
better	eyes	however	must	read
between				right
big	far	important	name	
both	father		near	same
boy	feet	keep	need	saw

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* Lists I & II cover 60% of written language

say
school
second
sentence
set
should
show
side
since
small
something
sometimes
soon
sound
still
story
study
such
take
tell
things
think
those
thought
three
times
today
together
too
took
under
until
us
want
well
went
while
white
why
without
word
work
world
year
years

The vocabulary in Lists I and II is drawn from the Word Frequency Book by John B. Carroll, Peter Davies, and Barry Richman, Houghton Mifflin Company and American Heritage Publishing Company, 1971.

C O N T R A C T

I WANT TO ENTER THE ADULT TUTORING PROGRAM. THEREFORE, I PROMISE TO DO DAILY HOMEWORK AS ASSIGNED BY MY TUTOR. I DO UNDERSTAND AND ADMIT THAT REGULAR AND DAILY ATTENTION TO MY READING AND WRITING WILL INCREASE MY SKILLS. I WILL REMEMBER TO BE GOAL-ORIENTED AND TO RESPECT THE TIME AND ENERGIES OF MY TUTOR.

_____

SIGNED

_____

WITNESSED BY

_____

DATE